



COMM 3309 Social Media for Public Relations

St. Edward's University • Department of Communication

Section 01 • Trustee Hall 118 • Spring 2015

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Office Hours: Mondays & Wednesdays 11:30 – 1:30 p.m. & by appointment

Course Blog: academic.stedwards.edu/socialmedia

Required Textbooks:

Briggs, M. (2012). *Journalism Next*. Washington, D.C.: CQ Press.

* In addition to the textbook, there will also be a number of journal article and online readings, which can be accessed through the course schedule.

COURSE DESCRIPTION

In its last issue of 2006, Time Magazine made it official: We, the people, had seized control of the media, we had become the media, and yes, we mattered now. That year, Time's prestigious "Person of the Year" award hadn't gone to a Nobel price winner, a head of State, or a generous philanthropist. Instead, it had been awarded to all of us

"[...] for seizing the reins of the global media, for founding and framing the new digital democracy, for working for nothing and beating the pros at their own game."

**<http://www.time.com/time/magazine/article/0,9171,1569514,00.html>*

Participatory platforms such as blogs, YouTube, MySpace, and Wikipedia had introduced a massive power shift and turned us into an army of content creators. It was truly a revolution, Time Magazine went on to proclaim. This was the year 2006, when YouTube was still a novelty, when most people still equated tweeting with birds, and when few fortune 500 CEOs cared to be bothered with the thought of blogging on behalf of their company. A lot has changed since, but what hasn't changed is the fact that social media have turned the media landscape upside down and altered the laws of control of message. The PR industry, which was built on this landscape, had to learn to adapt to this new reality.

In this course, we will explore emerging social media technologies and study their application in contemporary PR practice. Technologies we will cover include: blogs, microblogs, collaboration tools, podcasts, RSS feeds, viral video, social bookmarking, location-based services, mobile platforms, and other evolving technologies. We will study how to use such technologies to monitor conversations on the Internet, engage online communities, identify influencers, establish thought leadership, optimize content for search engines, and measure performance across social media platforms.

COURSE OBJECTIVES

As a result of taking this class, you will:

- ❖ Understand the strategic PR functions social media can perform
- ❖ Understand how social media can be used innovatively to engage audiences.
- ❖ Understand the need to stay abreast of advances in communication technology in order to succeed as a PR professional
- ❖ Learn how to stay up-to-date on emerging trends and developments in social media
- ❖ Learn to create and optimize content for search engines, and create content on topics likely to attract organic search traffic
- ❖ Learn to monitor social media sites and social networks and respond to comments
- ❖ Be able to critically discuss the effects of the use of computer-mediated communication within the corporate and nonprofit environments served by the PR industry

COURSE POLICIES

1. Attendance

Number of absences. Attendance at each class is required. Each time you are absent from class counts as one absence. If you arrive more than 10 minutes late to class, you will be marked absent for that day. After your second absence, your final grade will be reduced by three (3) percentage points for each additional absence. Accruing more than six (6) unexcused absences (including the two (2) free absences you receive) will result in Withdrawal or Failure of the class.

Excused absences. If you have a valid and unavoidable reason for missing class, you may submit a completed *Excused Absence Request* along with a two page (at least 500 words) chapter summary / discussion for the material you missed. Your excused absence request and chapter summary must be turned in within a week after your return to class. The request form is available on Blackboard under Course Documents. A separate request form and additional chapter summary / discussion must be submitted for each absence. You will also need to provide me with proper documentation for your absence (such as a doctor's note, a hospitalization record, a university excuse, or an athletic excuse). All documentation must to be turned in by the last day of class for the excuses to be considered. After review of your request I will determine whether the excuse will be granted.

504 accommodation letters. If you have a 504 accommodation letter which calls for flexibility with attendance, you will need to follow the instructions listed under the excused absence section, except that you do not need to provide documentation each time you miss class for a 504 related disability.

If you are involved in athletics or another school-sanctioned activity that requires you to miss this class, please give me appropriate supporting material signed by the sponsor and follow the instructions listed under the excused absence section, except that you do not need to provide documentation each time you miss class for a school-sanctioned activity. Please underline or highlight the specific dates that involve this class. If changes occur throughout the semester after you have given me a schedule, please keep me updated.

Attendance sheet. After the first week of class, it is your responsibility to sign the roll sheet each class period. Be sure to do so, as this is the official record of your attendance in class.

Withdrawal for absences. I reserve the right to “WA” any student with more than 6 absences. Please note that this does not mean that I will automatically “WA” you if you risk to fail the class. It is your responsibility to initiate drop procedures if you are in danger of failing this class.

2. Academic Integrity

Academic dishonesty includes cheating on exams as well as plagiarizing (presenting another’s work as your own). Cheating comes in all different shades—ranging from blatant copying off another’s exam/bringing a ‘cheat sheet’ to class to more subtle forms of ‘borrowing’ a few ideas and not citing your sources—all of which will be treated with the same level of seriousness in this class. The St. Edward's University Undergraduate Bulletin and the Student Handbook state that a student who is dishonest in any work may receive the maximum penalty of a mark of F for that course. Withdrawal from a course is not allowed when an F in the course for academic dishonesty has been imposed. Students caught committing academic dishonesty in this course will be subject to the full range of penalties as described in the Undergraduate Bulletin and in the Student Handbook.

3. Transparency and mutual expectations

In order to be fair to everyone, I try to be transparent about my expectations and grading practices. Below you will find a list of my expectations for both you and me:

1. I will provide you with all assignment deadlines, grading criteria and assignment descriptions on the first day of class. From day one, you will know:
 - How many assignments there are
 - When each of your assignments is due
 - What exactly each of your assignments entails (you’ll find a detailed assignment description on the back of your syllabus)
 - What you need to do to succeed for each assignment (you’ll find the grading criteria for each assignment listed on the back of your syllabus). I will use those exact criteria to grade your work.

In turn, I expect you to:

- Turn in your assignments in class on the exact day they are due
 - Carefully read the assignment description and ask questions well before the due date
 - Check to ensure that your assignments follow all grading criteria listed on the assignment description
2. I will come to every class well prepared. In turn, I expect you to:
 - Have completed all readings before class
 - Be ready to ask questions about the readings when you come to class
 - Pay attention in class. No texting, or playing on the computer.
 3. I will provide you with a study guide listing all concepts you need to know for the exam. If a concept is not on the study guide, it won’t be on the exam. If the guide includes a concept from the readings not discussed in class, it is fair game for the exam. I double-check all my exams to ensure that only concepts listed on the study guide will be included on the exam. In turn, I expect you to:
 - Study each concept listed on the study guide. This means read the text, take notes, and study your notes. For each concept listed in the study guide you should be able

to: describe it in your own words, list its components (if applicable), give an example, and recognize an example.

4. I take pride in developing classroom materials. I spend countless hours creating slidedecks, developing assignments, and researching supplemental materials. In turn, I expect you to:
 - Strive for excellence and turn in high quality work – work which displays a high degree of professionalism and which clearly demonstrates that you paid attention to detail.
 - Not to make excuses if you fall short of the stated expectations and to take responsibility for your learning in this class.
 - Actively seek help by asking questions and coming to office hours if you need help.

4. Courtesy Rules regarding Cell Phone and Computer Use

Cell phones: As a courtesy to your teacher and to your classmates, please make sure at the beginning of each class period that your cell phones are silenced. Any texting during class will result in you being counted absent for the day.

Laptops: Laptops and tablets may only be used in class on days we will need to work on computers. I will let you know ahead of time what days you can bring a laptop or tablet. On all other days, I advise you to take notes by hand. Studies show¹ that students who take notes by hand remember more and have a deeper understanding of the material than students who use a computer to take notes.

5. Assignments

All assignments must be turned in on time. Late work will result in a 10% grade reduction for each day (not class period) it is late. Please note that I will **NOT** accept any emailed assignments. If you are absent from class on a day an assignment is due, you are still expected to submit your assignment that day, either by asking a peer to turn it in for you, or by uploading it to Blackboard by the beginning of class. I will use the timestamp on the Blackboard server to determine whether the assignment was handed in on time. Please note that you are responsible for uploading the correct file to the dropbox and making sure the upload was successful. Should you turn in an assignment over Blackboard because of an emergency, it is your responsibility to provide me with a hard copy of the assignment the next class period. Hard copies must be stapled and ready at the beginning of the period.

6. Email Policy

I respond to email once per day, usually in the afternoon, and I will get back with you as soon as possible. Please note that I do not return email over the weekend.

¹ Psychological Science, June 2014, 25(6), 1159-1168

7. Letters of Recommendation

I am happy to write letters of recommendation for students who have performed well in the classes they have taken with me. Before writing letters of recommendation however, I require that you have taken at least two courses with me in which you have performed at the level of B or better. Requests must be made at least two weeks prior to any submission deadline. Requests should be made via email and provide a recent resume as well as materials regarding the position or scholarship for which you are applying and instructions on how and where to submit the recommendation. Please note that I do not supply open recommendations such as those found on Linked In.

8. Special Accommodations

If you have a medical, psychiatric or learning disability and require accommodations in this class, please let me know early in the semester or as soon as you are eligible. You will first need to provide documentation of your disability to the Student Disability Services Office located in Moody Hall 155 in Academic Planning and Support Services. Please note that special accommodations cannot be made retroactively.

9. Grades

My hope is that you will focus on learning rather than grades in this class. If you are not doing as well as you had anticipated, please don't hesitate to come talk to me so that we can discuss how you might improve your performance on the remaining assignments. I am happy to discuss study tips, explain assignments and grading criteria, or simply help you understand key course concepts. What I won't do is negotiate grades. In order to make the grading process transparent, I share my grading criteria for each assignment with you. If you feel you met all the criteria and received too low a grade, I'll be happy to meet with you to discuss your grade. If you know you didn't meet the criteria, I can't, and won't, change your grade. My goal is to be fair to everyone in the class, which means I will hold everyone to the same standards.

Grading Scale

A+ = 100	A = 95	A- = 92
B+ = 88	B = 85	B- = 82
C+ = 78	C = 75	C- = 72
D+ = 68	D = 65	D- = 62
F = 50		

Course Grade

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

ASSIGNMENTS

Technology changes way too quickly for us to focus on specific social media platforms or software applications in this class. Instead, I'd like for us to focus on how to stay abreast of emerging trends and developments in social media. I want you to learn to use social media strategically to connect with experts and professionals in your chosen field. These experts can show you *what* you need to learn in order to keep current in your field and share ideas and resources to help you in that quest. If you walk away from this class having truly grasped how to do this, you are set for a lifetime of independent learning!

Assignment	Weight	Record Your Grade	Multiply by	Total
Social Media for Social Good	35%			
Blog	20%		x 2.0	
Twitter	10%		x 1.0	
3 rd Social Media Presence	5%		x 0.5	
PLN	10%		x 1.0	
Team Presentations	15%		x 1.5	
Exam #1	15%		x 1.5	
Exam #2	15%		x 1.5	
Participation	10%		X 1.0	
			Total Points	
			Divide by 1000	

In order to keep track of your grade in this class, record each grade as soon as you receive it. Multiply each grade by the number listed in the "Multiply by" column and record the total. Numeric equivalents for letter grades are listed above (under "Grading Scale"). In order to calculate your final grade at the end of the semester, add up all of your multiplied assignments and divide by 1000. Please note that the matrix above does not take into account absences. In order to determine how your absences will impact your final grade, use the box below:

#Absences	1	2	3	4	5	6	7
Subtract	0	0	-3	-6	-9	-12	F
Record							

SOCIAL MEDIA FOR SOCIAL GOOD PROJECT (35% of your final grade)

Part of the mission of St. Edward's University is to encourage students "to confront the critical issues of society and to seek justice and peace" and to help them "recognize their responsibility to the world community". This assignment has been specifically designed to give you a chance to put into practice the St. Edward's University mission statement by allowing you to call attention to a current social problem and advocate change. The goal of this assignment is to help you find your voice in the digital sphere and prepare you for successful participation in both professional and civic life.

This is a group assignment. For this assignment, you and your group will pick a social issue you would like to raise awareness about. Being able to successfully raise awareness about a variety of issues is a key PR skill. Your job will be to strategically use various social media tools to educate your target audience on the importance of the issue and, if applicable, move them to action. Your group will set up and maintain a WordPress blog and a Twitter account and one additional social media presence (Pinterest site, Instagram account, Facebook Page, YouTube channel, etc.), which will be determined based on your target audience's social media habits.

Listed below are a few examples of possible topic ideas. This list is by no means exhaustive, so feel free to weigh in with your own ideas. Please note that your final topic needs to be approved by me.

<ul style="list-style-type: none">• Energy (i.e. alternative sources)• Water (i.e. Texas water supply)• Food (i.e. combating hunger, GM foods)• Environment (i.e. deforestation, global warming, sustainability)• Poverty (i.e. minimum wage, systemic racism)• Terrorism & war (i.e. NSA, interrogation techniques)• Disease (i.e. health care reform, global epidemics)• Education (i.e. educational reform, STEM, MOOCs)	<ul style="list-style-type: none">• Democracy (i.e. electoral reform, voter rates)• Population (i.e. overpopulation, birth control)• Technology (i.e. privacy, piracy, SOPA/PIPA)• Economy (i.e. neoliberalism, capitalism)• Foreign policy issues (human rights, foreign aid, debt relief, etc.)• Immigration issues (i.e. immigration reform, unaccompanied minors)• Discrimination (i.e. religious, racial, ethnic, gender, sexual preference, etc.)
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Once your topic has been approved, your group will set up the 3 social media presences (blog, Twitter, and a 3rd tool) for your project and start adding content to it. If you are worried about not knowing what to blog or tweet about, the personal learning network project will help you with that.

BLOG:

Your group is required to post 2 original blog entries a week on the topic you picked. We will start blogging on week 3 and continue to do so until week 14. For purposes of this assignment, weeks start on Monday and end on Sunday. In your posts you can discuss anything that relates to your blog's overall focus and contributes to its overall goal of raising awareness for your social issue.

Since this is a group project (and there will be 4 members per group), you will thus take turns blogging every other week. On weeks you aren't required to compose a blog post, you should take responsibility for proofreading and editing your group members' posts. To enforce the idea that this is a collaborative effort, you will receive one group grade for this assignment. I will grade your blog entries at the midterm and end of the semester.

Please note that **you will not receive credit for**: posts that were added late, posts that don't relate to your blog's focus and/or posts that contain inappropriate language.

Also, remember that your blog reflects your online identity and is indexed by search engines. You don't want to create a negative online identity. Please refer to our discussion of blogging etiquette if you have further questions about this.

Deliverables:

- 2 posts a week - it doesn't matter what day of the week you blog.
- Use tags to describe each post and help search engines locate your post
- Link to the sources you use in your post & credit them
- Grow an audience by engaging other social media users, sharing your posts on other social platforms, and optimizing your social media presence

Grading Criteria:

1. Quality: Posts are substantive (thoroughly developed – roughly 500-600 words)
2. Self-presentation: Post are well written (organization, grammar, spelling)
3. Thought leadership: Posts demonstrate your understanding of the topic/issue
4. Attribution: Posts link to all facts, figures, quotes and statements used
5. Level of engagement: Blog attracted an audience & comments
6. Professionalism: Blog contains a professional looking banner, theme & relevant widgets.
7. Basic Requirements: Fulfills all the requirements listed above

TWITTER:

In a corporate environment multiple users may staff a company's Twitter account. This part of the assignment is designed to help you learn how multiple users can manage a Twitter feed simultaneously and how they can coordinate updates as a group using a shared account.

We will partner with HootSuite in this class. As a result of this partnership, your group will receive a HootSuite Pro account for the duration of the class. Once you've set up a Twitter account for this project, HootSuite Pro will allow you to manage that account as a group.

Starting week 3, each group member will send one tweet a day (you do not need to tweet on Saturdays or Sundays). The tweet needs to pertain to your project topic and can be a retweet. To enforce the idea that this is a collaborative effort, you will receive one group grade for this assignment. I will grade your tweets at the midterm and end of the semester.

Grading Criteria:

1. Relevance: Tweets are relevant to your project topic
2. Balance: Taken together, the group's tweets represent a good balance of original and retweeted content (80/20 rule)
3. Syntax: Tweets are well written (grammar, spelling, no texting language), contain proper Twitter syntax & make use of hashtags if appropriate
4. Creativity: Tweets are creative in their attempt to engage others (i.e. they add your own perspective rather than simply retweet content)
5. Attribution: Tweets identify original authors (MT, ht & via if appropriate)
6. Level of engagement: Tweets attracted favorites/retweets (hand in metrics)
7. Professionalism: Account contains a professional looking header & profile pic and a complete bio with link to the blog
8. Basic Requirements: 1 tweet/day per group member for a total of 4 a day/group

THIRD SOCIAL MEDIA PRESENCE

Use the POST method layed out in the Groundswell to do so. In addition to a blog and a Twitter account, you will need to set up an account on a third social media platform (Pinterest site, Instagram account, Facebook Page, YouTube channel, etc.). Your group won't pick that platform based on your own preferences, but rather based on your target audience's social media habits. You will therefore need to:

1. Identify your target audience
2. Determine what social media platforms your target uses
3. Write a one-page single-spaced rationale explaining which social media platform you picked and why you think it is a good match for your target audience. Be sure to back up your rationale with evidence (i.e. demographic and psychographic usage statistics). This rationale is due at the beginning of class on 1/28.

Starting week 4, your group will need to post relevant content to that platform once a week. Again, you will take turns creating and posting the content. I strongly suggest creating an editorial calendar at the beginning of the semester so everyone knows when it's their turn to post or edit/proof-read. I will grade your posts at the midterm and end of the semester.

Grading Criteria:

1. Relevance: Posts are relevant to your project topic
2. Self-presentation: Posts are well written (grammar, spelling)
3. Creativity: Posts are creative in their attempt to engage others
4. Level of engagement: Posts attracted views/were shared (hand in metrics)
5. Professionalism: Account contains a professional looking header & profile pic and a complete bio (if applicable) with link to the blog
6. Basic Requirements: 1 post/week per group member

PERSONAL LEARNING NETWORK (10% of your final grade)

Once your group's topic has been approved, you will need to become experts on the particular social issue you picked. Since the social issue per se is not the focus of this class, you will need to rely on outside experts to teach you all you need to know in order to be able to blog and tweet and engage others on social media about your issue. This project will not only teach you how to identify experts on your topic, but also how to connect with them, how to share ideas with them, and how to learn from their knowledge. In essence, you will set up your own network of online mentors using social media tools. These mentors will act as your teachers. In this class, we will call this network a **personal learning network**.

This is an individual assignment. Each of you will create a personal learning network (PLN) to guide you in your learning about your social issue. You will need to identify experts in the area of your social media for social good project topic, connect with them, use them as your personal mentors, and study the resources they share online.

Your personal learning network needs to include a Twitter, blog, and social bookmarking component. I've posted detailed instructions on how to build a personal learning network via Twitter on our course blog (<http://academic.stedwards.edu/socialmedia/blog/2009/10/13/you-dont-need-to-tweet-to-get-value-out-of-twitter/>). I've also uploaded the class slides on this topic to Blackboard.

Please create a Twitter list using the build-in Twitter list tool to create that component of your PLN. You also need to identify blogs, web sites, and social bookmarks that are relevant to your group's topic and subscribe to them. You may even want to subscribe to a Google Alert on your topic (optional). At the end of the semester, you will need to hand in a description of your personal learning network. You need to grow your network throughout the semester. You'll be evaluated based on the depth and breadth of the personal learning network you built. In order to hand this in, create a list of people you follow on:

- **Twitter:**
Create 2 separate public Twitter lists of people that tweet about issues pertaining to your social issue or that might otherwise be helpful for promoting awareness of your social issue. Be sure to only include active Twitter users on your lists. Provide the URL for each list.
- **Blogs:**
Identify bloggers who blog about issues pertaining to your social issue and subscribe to them with your feed reader. Identify them by a) name, b) blog URL, and c) blog name.
- **Social bookmarking sites:**
Identify social bookmarking users (on Diigo, Delicious, Pinterest or any other social bookmarking site) who bookmark content pertaining to your social issue and follow them. List them with their social bookmarking URL.

EXAMS (15% of your final grade)

There will be two exams in this course. Exams will cover readings from your textbook and from online readings, as well as materials discussed in class. Each exam is worth 15% of your final grade.

TEAM PRESENTATION (15% of your final grade)

At the end of the semester, each team will choose a popular press social media book (I will post a list of books on Blackboard) and pick a section of that book to present to the class. Sections can consist of one or more chapters or of a key idea presented in the book. Each group will be in charge of the entire class period and will:

1. Present the main points from the chosen book section. Most chapters are loaded with lots of details so it will be your job to sort through them to discover what the important information is and how it is relevant to your peers. Be sure not to make it just a dull PowerPoint but instead make it useful. You must use PowerPoint slides for notes and may use audio/visuals to help to make the information come alive for the class. Videos should be kept to no more than 10 minutes total and must be clearly relevant to the subject area. (approx. 30 minutes)

2. Evaluate your team project in light of the book's recommendations. Most of the chapters in these books will provide practical tips on how to monitor conversations on the Internet, engage online communities, identify experts, establish thought leadership, optimize content for search engines, and measure performance across social media platforms. By the end of the semester, you will have engaged in most, if not all, of these activities while working on your Social Media for Social Good project. For this part of the presentation, you will evaluate your team's work in light of the book's recommendations. Which of these recommendations did you follow? Which did you ignore? Which did you wish you had read about beforehand? What did you do well? What could you have improved? (approx. 20 minutes)

3. Lead a Discussion / Debate. Your group should attempt to develop a discussion with your peers concerning the topic matter. This should not be in the form of a closed answer type quiz or game show but rather some interactive form where you can discuss the issues in depth. You will be in charge of this segment and should foster a rigorous and intelligent discussion / debate but also maintain a civil and non-hostile atmosphere. Other topic areas that we have discussed in class may be useful to foster a lively discussion. (approx. 20 minutes)

4. Provide documentation. One week before you present, you will provide me with a list of each group member's responsibilities. Each group member will receive the same grade for the presentation. However, should all of the other group members petition me that you have not been pulling your weight in the group and I determine that their complaints have merit, then you will be fired from the group and become a temp worker. You will have to find a group that will accept you to work with them and your grade will be lowered by one letter grade. Any concerns over group members must be voiced at least one week before your presentation is scheduled.

5. Provide PowerPoints. The notes you provide during your presentation are fair game for the final exam. Please submit this file to Blackboard.

**A note on video clips:* Please introduce the purpose of each clip and discuss each clip after showing it. If you plan on using video clips in your presentation, you need to download the video and embed it into your PPT presentation rather than streaming it from YouTube or a similar site. I have included a number of resources on how to do so on Blackboard. Also, please edit the clip down to only the scene you want to show.

Grading Criteria:

- Being fully prepared on the date you are to present
- Professionally designed PowerPoint presentation. No typos. Creative use of images & text
- Professional, extemporaneous presentation
- Highlighting and conveying to your peers the main points of your book
- Utilizing proper intros, conclusion, and transitions between speakers
- Making the material relevant to your audience
- Utilizing audio / visual supporting material well and within time limits
- Providing a well-prepared rebuttal to your book's position
- Fostering an engaging, intelligent and thoughtful discussion of the material
- Meeting the required time limit
- Group participation and cohesion
- Submission of group PowerPoint through Blackboard before the presentation

PARTICIPATION (10% of your final grade)

Your participation grade consists of in-class activities and discussions, quizzes, and occasional homework assignments. Homework assignments and in-class activities are graded on a pass/fail basis. There are no make-ups for any of these.

COURSE SCHEDULE

JN = Journalism Next; OR = Online Reading

Week 1		
1/12	Welcome & course intro	
1/14	Social Web & New Rules of PR Quiz on the readings, pick teams & assign project	OR
Week 2		
1/19	MLK DAY – NO CLASS	
1/21	RSS & Blogging Etiquette <i>Topics Due</i>	JN: ch. 1
Week 3 – Social Media for Social Good Project begins this week: Blog & Twitter		
1/26	Blogs & Wordpress	JN: ch. 2
1/28	Twitter & Twitter Clients <i>One-page single-spaced rationale for 3rd platform due</i>	JN: ch. 4
Week 4 - Social Media for Social Good Project begins this week: 3 rd Platform		
2/02	Creating a visual identity for your social media sites	JN: ch. 6
2/04	Finishing banners and Wordpress & HootSuite set-up	
Week 5		
2/09	Personal Learning Networks & Identifying Experts	OR
2/11	Social Bookmarks & their uses	OR
Week 6		
2/16	Twitter for PR & exam review	JN: ch. 5
2/18	<i>Exam #1</i>	
Week 7		
2/23	Social Media Metrics	OR
2/25	Metrics Workshop: evaluating your social media performance	OR
Week 8 - Midterm		
3/02	Attention Economy, Search engine visibility, SEO	OR
3/04	SEO Workshop: Notice me List & optimize headlines, links & tags	JN: ch. 11

Week 9		
3/09	SXSWedu -- NO CLASS	
3/11	Social Media Audits	JN: ch. 10
Week 10		
3/16	SPRING BREAK -- NO CLASS	
3/18	SPRING BREAK -- NO CLASS	
Week 11		
3/23	Content Strategy: Content Curation	JN: ch. 3; OR
3/25	Content Strategy: Telling Stories with Audio & Video	JN: ch. 7 & 8
Week 12		
3/30	Inside the Mind of Google (43 minutes)	
4/01	The Dark Side of Social Media: A Critical Perspective	OR
Week 13		
4/06	EASTER BREAK -- NO CLASS	
4/08	Monitoring online conversations & Exam Review <i>PLN Project due</i>	OR
Week 14 – Social Media for Social Good Project ends at the end of this week		
4/13	<i>Exam #2</i>	
4/15	Team Presentations – Team #1	
Week 15		
4/20	Team Presentations – Team #2	
4/22	Team Presentations – Team #3	
Week 16		
4/27	Team Presentations – Team #4	
4/29	Course Wrap-up	